

New Jersey Institute of Technology Digital Commons @ NJIT

Humanities Syllabi

NJIT Syllabi

Fall 2018

HUM 101-077: Writing, Speaking, Thinking

Jonathan Smith

Follow this and additional works at: <https://digitalcommons.njit.edu/hum-syllabi>

Recommended Citation

Smith, Jonathan, "HUM 101-077: Writing, Speaking, Thinking" (2018). *Humanities Syllabi*. 27.
<https://digitalcommons.njit.edu/hum-syllabi/27>

This Syllabus is brought to you for free and open access by the NJIT Syllabi at Digital Commons @ NJIT. It has been accepted for inclusion in Humanities Syllabi by an authorized administrator of Digital Commons @ NJIT. For more information, please contact digitalcommons@njit.edu.

Professor Jonathan Smith
Jrs88@NJIT.edu

Course Description

HUM 101 is an introduction to college-level writing. In this course, students are introduced to *writing's rhetorical dimensions*; they are asked to consider the purpose, audience, occasion, and genre that are called for in a variety of writing, speaking, or visual assignments. The course also focuses on the writing processes, asking students to brainstorm topics, to write drafts, and to revise their writing based on reflection and peer feedback. Writing and reading go hand-in-hand, so students are asked to read challenging articles, essays, and prose, and to consider paintings, films, or other visual compositions. Academic writing begins from the assumption that written, visual, and spoken texts can be in conversation with each other. Thus, the readings serve as both models of effective communication and as beginning places for students' own arguments and analyses.

Prerequisites

Permission of the Humanities Department is required. Entrance is determined by placement score or completion of HUM 099 with a grade of C or better.

Course Goals

During this course you will:

- Gain knowledge of writing's rhetorical dimensions
- Use writing as a tool for critical thinking and reflection
- Practice writing as a process by using various brainstorming, invention, revision, and editing strategies
- Write in several genres that utilize analysis, reflection, narrative, critique, and argument skills
- Practice using the conventions of written, spoken, and visual composition
- Practice writing and creating in digital environments

Required Texts

This course uses an OAT (Open Affordable Textbook).

About OpenTextbook:

An “open” textbook means that its authors have made it free to own, share, and adapt for non-commercial purposes. Instead of having to buy it, you can just read it online, download it to an electronic device (like a computer or e-reader), or print out some or all of it. The book for this course is [Writer's Handbook](#).

REQUIRED AND/OR SUPPLEMENTAL READING MATERIALS

- Open textbook or Open Educational Resources (OER) will be used for this course. Electronic links to all OER are on the Moodle course page.
- There is no traditional textbook for this course. All course materials (readings, videos, podcasts, images, etc.) will be available via web link or by download from the course Moodle page.
- Open textbook or Open Educational Resources (OER) will be used for this course and are provided on the weekly assignments schedule.
- No textbook is required for this course, see list of online resources below

Assignments & Assessment

Your grade breakdown is as follows:

Attendance /Participation /HW/Quizzes	10%
Essay 1	25%
Essay 2	25%
Essay 3	30%
Oral Presentation	10%

Individual and group work will be evaluated according to the university's grading scale.

--	--	--	--	--	--	--

Attendance

Attendance is critical to your success in this class. Participation in in-class activities, discussions is similar to the professional world. At a minimum, this means showing up on time, being prepared, and contributing to class discussions. Your level of engagement with the material will subsequently impact how much you get from the class.

You may miss up to two weeks of class without penalty. More than six unexcused absences (three weeks of the course) will result in the automatic failure of the course.

Attendance on workshopping days is mandatory. If you know in advance that you will miss one of these days, please meet with me to arrange an alternative solution.

Lateness is not good, but I understand that things happen. Three late arrivals will equal one missed class.

Please contact your classmates for missed work.

Assignment Submission

All assignments must be submitted in typed hard copy AND through Moodle. *I will not accept emailed work.* Specific formatting guidelines will vary according to each assignment, so please follow the explicit guidelines found on individual assignment sheets.

Assignments are due at the beginning of class. Late class work and homework will only be accepted if your absence is excused.

Late Work

You will lose one point per day late. This includes days we do not meet

Technology

If you need to get a hold of me email is my preferred method. I will respond to your emails within 24 hours. Please plan accordingly. Remember to maintain an appropriate tone in all school-related correspondence. This means to include an appropriate SUBJECT line and your NAME in all emails. I will not respond to emails that do not include the sender's name.

Cell phones should not be used during class unless needed for a specific activity. Please set them to silent as a courtesy to your classmates and instructor.

Laptops should only be open when we are drafting. For discussions and presentations they should remain closed.

NJIT University Code on Academic Integrity

The New Jersey Institute of Technology is an institution dedicated to the pursuit of knowledge through teaching and research. We expect our graduates to assume positions of leadership within their professions and communities. Honesty in your academic work will develop into professional integrity.

The NJIT Code of Academic Integrity embodies a spirit of mutual trust and intellectual honesty that is central to the very nature of the university and represents the highest possible expression of shared values among the members of the university community.

All assignments submitted shall be considered "graded work" and all aspects of your coursework are covered by the Code on Academic Integrity. All projects and homework assignments are to be completed individually unless otherwise specified.

The full text of the NJIT University Code on Academic Integrity can be found at www.njit.edu/education/pdf/academic-integrity-code-pdf.

Special Needs

Every attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, please see me as early in the semester as possible to discuss the necessary accommodations, and/or contact Student Disability Services at 973-596-3420.

The Writing Center

The Writing Center (G17 Central King Building) is available for one-hour individual and group appointments with professional writing tutors both onsite and online. This resource is indented to help you improve your communication and writing skills. Tutors can help with planning assignments, improving your writing, refining an essay or multimedia project, or other communication-based needs. For more information, please visit <http://www5.njit.edu/writingcenter/schedule-writing-center-appointment/>

Sample Syllabus Schedule

SEMESTER SCHEDULE (Subject to change) Please check email and Moodle regularly for announcements and changes. For assigned readings: WH = <i>Writer's Handbook</i> , MDL = Moodle		
Unit One: Introduction to College Writing		
Week 1	Tues	Course Overview In class: Introductions, expectations, review of syllabus and course requirements. Moodle tutorial. Diagnostic Essay.
	Thurs	Due: (Reading): "Preface to Students" and "Ch. 1 Writing to Think and Writing to Learn" (WH). (Writing): HW 1.
Week 2	Tues	Due: (Reading): "Ch. 2: Becoming a Critical Reader" (WH). (Writing): HW 2.
	Thurs	Due: (Reading): "Ch. 4: Joining the Conversation" (WH). (Writing): HW 3.
Week 3	Tues	Due: (Reading): "Ch. 11: Academic Writing" (WH). Lessner and Craig's "Finding Your Way In" (MDL). (Writing): HW 4.
	Thurs	Due: (Reading): Dasbender's "Critical Thinking in College Writing" (MDL). (Writing): HW 5.
Unit Two:		
Week 4	Tues	Due: (Reading): Unit topic readings, TBA. (Writing): HW 6.
	Thurs	Due: (Reading): Unit topic readings, TBA. (Writing): HW 7.
Week 5	Tues	Due: (Reading): Maddalena's "I Need You to Say I" (MDL). (Writing): HW 8. In class: Discussion of Essay Project 1
	Thurs	Due: (Reading): Lamott's "Shitty First Drafts," (MDL) and "Ch. 5: Planning" (WH). (Writing): HW 9; Essay Project 1- exploratory draft due in class. In class: Peer review

Week 6	Tues	Due: (Reading): “Ch. 6: Drafting” (WH). (Writing): HW 10; Essay Project 1- middle draft due
	Thurs	In class: Writing workshop
Unit Three:		
Week 7	Tues	Due: (Reading): Unit topic readings, TBA. (Writing): HW 11; Final copy of Essay Project 1 due.
	Thurs	Due: (Reading): Unit topic readings, TBA. (Writing): HW 12.
Week 8	Tues	Due: (Reading): Unit topic readings, TBA. (Writing): HW 13.
	Thurs	Due: (Reading): Unit topic readings, TBA. (Writing): HW 14. In class: Discussion of Essay Project 2.
Week 9	Tues	Due: (Reading): “Ch. 3: Thinking through the Disciplines” (WH). (Writing): HW 15; Essay Project 2- exploratory draft due.
	Thurs	Due: (Reading): “Ch. 8: Revising” (WH). Murray’s “Making Meaning Clear” (MDL). (Writing): HW 16.
Week 10	Tues	Due: (Writing): Essay Project 3- middle draft due in class In class: Peer review
Unit Four:		
Week 10	Thurs	Due: (Reading): Unit topic readings, TBA. (Writing): HW 17. Final copy of Essay Project 2 due.
Week 11	Tues	Due: (Reading): Unit topic readings, TBA. (Writing): HW 18.
	Thurs	Due: (Reading): Unit topic readings, TBA. (Writing): HW 19.
Week 12	Tues	Due: (Reading): Unit topic readings, TBA. (Writing): HW 20. In class: Review Essay Writing Project 3 assignment
	Thurs	Thanksgiving Break – no class meeting
Week 13	Tues	Due: (Reading): Moxley’s “Provide Metalanguage to Highlight Your Organization” (MDL). (Writing): HW 21; Essay Project 3- exploratory draft due.
	Thurs	Due: (Writing): Essay Project 3- middle draft due. In class: Peer review
Week 14	Tues	Due: (Reading): In WH: Ch. 15-20 (quick review). (Writing): Essay Project 3- revised draft due. In class: Discuss presentations/ Writing workshop
Unit Five: Presentations		
Week 14	Thurs	Due: (Reading): “Ch. 9: Designing” and “Ch. 10: Publishing” (WH). (Writing): HW 22; Final copy of Essay Project 3 due. In class: Presentation workshop
Week 15	Tues	Last Class *Presentations in Class*
	?	FINAL EXAM PERIOD *Presentations in Class*

Suggestions for Unit Content Readings (to be posted on Moodle):

Personal Essays/Narratives

- [“Second Sight”](#) by Teju Cole
- [“Dead Man Laughing”](#) by Zadie Smith
- [“Expand Your World, Go to the Beach in Alabama”](#) by W. Kamau Bell
- [“This Old Watch”](#) by Dinah Lenney
- [“The Books”](#) by Alex Chee
- *From [H is for Hawk](#)* by Helen MacDonald
- [“When Things Go Missing”](#) by Kathryn Schulz

Discourse Community Ethnography

- [“The Concept of Discourse Community”](#) by John Swales
- [“Rhetorical Situations and Their Constituents”](#) by Keith Grant-Davie
- [“Learning to Serve: The Language and Literacy of Food Service Workers”](#) by Tony Mirabelli
- [“Intertextuality and the Discourse Community”](#) by James Porter
- [“Learning the Language”](#) by Perri Klass
- [“Power/freedom on the dark web: A digital ethnography of the Dark Web Social Network”](#) by Robert Gehl
- [“Coaches Can Read, Too: An Ethnographic Study of a Football Coaching Discourse Community”](#) by Sean Branick

Language and Identity

- [“Coming to An Awareness of Language”](#) by Malcolm X
- [“Superman and Me”](#) by Sherman Alexie
- [“How to Tame a Wild Tongue”](#) by Gloria Anzaldúa
- [“The Naturalization”](#) by Natalia O. Treviño
- [“The Classroom and the Wider Culture”](#) by Fan Shen
- [“Mother Tongue”](#) by Amy Tan
- [“Language and Literature from a Pueblo Indian Perspective”](#) by Leslie Marmon Silko
- [“HERS”](#) by Perri Klass

Education and Learning

- [“Why Colleges Shower their Students with A’s”](#) by Brent Staples
- [“From Degrading to De-Grading”](#) by Alfie Kohn
- [“Against School”](#) by John Taylor Gatto
- [“Can Tough Grades be Fair Grades?”](#) by Samuel G. Freedman
- [“Should Teachers and Professors Ban Student Use of Laptops in Class?”](#) by Shannon Doyne
- [“Blue-Collar Brilliance”](#) by Mike Rose
- [“Building Skills Outside the Classroom with New Ways of Learning”](#) by John Hanc
- [“Technology Won’t Fix America’s Neediest Schools”](#) by Kentaro Toyama

Food Culture in America

- [“My Letter to Whole Foods”](#) by Michael Pollan
- [“Prudence or Cruelty?”](#) by Nicholas Kristof
- [“The Ethics of Eating Meat”](#) by Paul Schwenneisen
- [“On Eating Roadkill, the Most Ethical Meat”](#) by Brendan Buhler
- [“No Myths Here: Food Stamps, Food Deserts, and Food Scarcity”](#) by Erika Nicole Kendall
- [“Food’s Class Warfare”](#) by Tracie Mcmillan
- [“The Obesity-Hunger Paradox”](#) by Sam Dolnick
- [“How a National Food Policy Could Save Millions”](#) by Mark Bittman et al.
- [“How Junk Food Can End Obesity”](#) by David H. Freedman
- [“Grocery Stores: ‘The Best Of America And The Worst Of America’”](#) by Laurel Dalrymple
- [“The Truth about Genetically Modified Food”](#) by David H. Freedman

Scientific and Mass-Media Writing

- [“Ten Myths of Science: Reexamining What We Think We Know About the Nature of Science”](#) by William McComas
- [“Accommodating Science: The Rhetorical Life of Scientific Facts”](#) by Jeanne Fahnestock
- [“An MIT physicist analyzes Stephen Curry’s ‘impossible’ game-winning three-point shot”](#) by Anne Quito
- [“The Mathematics of Basketball”](#) by Ron Cowen
- [“The Price of Anarchy in Basketball”](#) by Brian Skinner
- [“This flappy bird-drone keeps airports safe”](#) by Haje Jan Kamps
- [“Developing an autopilot for the peregrine falcon Robird”](#) by Wessel Straatman (very technical, depends on class)
- [“When Bitcoin Grows Up”](#) by John Lanchester; see supplemental worksheet for assignment where students compare this piece w/ others (ones they find) on bitcoin/cryptocurrency

Technology

- [“The Science of Handwriting”](#) by Brandon Keim
- [“From Pencils to Pixels”](#) by Dennis Baron
- [“Is Google Making Us Stupid?”](#) by Nicholas Carr
- [“Does the Internet Make You Smarter?”](#) by Clay Shirky
- [“The Reader and Technology”](#) by Toby Litt
- [“Why the Revolution Will Not Be Retweeted”](#) by Malcolm Gladwell

Food/Restaurants

- [“Killer Girl Scouts”](#) by Nicholas Kristof
- [“F.D.A. Sets 2018 Deadline to Rid Foods of Trans Fats”](#) by Sabrina Tavernise
- [“Final Determination Regarding Partially Hydrogenated Oils \(Removing Trans Fat\)”](#) (FDA)
- [“The new global plan to eliminate the most harmful fat in food, explained”](#) by Julia Belluz and Dylan Collins
- [“Commonalities in the Experience of Household Food Insecurity across Cultures: What Are Measures Missing?”](#) by Coates et al.

- [“Food Insecurity in America: Putting Dignity and Respect at the Forefront of Food Aid”](#) by Elena David
- [“Food insecurity measurement and indicators”](#) by Rafael Pérez-Escamillal and Ana Maria Segall-Corrêa
- Films:
 - [Super Size Me](#)
 - [Fast Food, Fat Profits: Obesity in America](#)
 - [Hungry for Change](#)
 - [Netflix/Hulu streaming for Aug/Sept on Food Issues](#)
- Podcasts:
 - [Best Food Podcasts Episodes July 2018](#)
 - [Bon Appetit Best Food Podcasts](#)
 - [Tasting Table Best Food Podcasts](#)
 - [Up Roxx Best Food Podcasts Right Now](#)
 - [NPR Splendid Table Podcast](#)
 - [The Kitchn.com 10 Food Podcasts](#)

Readings about Writing

- [“Finding Your Way In”](#) by Steven Lessner and Collin Craig
- [“Critical Thinking in College Writing”](#) by Gitanjali Dasbender
- [“I need you to say I”](#) by Kate McKinney Maddalena
- [“Shitty First Drafts.”](#) by Anne Lamott
- [“Making Meaning Clear”](#) by Donald Murray
- [“Provide Metalanguage to Highlight Your Organization”](#) by Joe Moxley
- [“How to Read Like a Writer”](#) by Mike Bunn
- [“What is Academic Writing?”](#) by L. Lennie Irvin
- [“Backpack vs. Briefcases: Steps Toward Rhetorical Analysis”](#) by Laura Bolin Carroll

Additional Assignment Ideas

- Proposal Assignment
- Maker Faire Assignment
- Rhetorical Analysis Assignment

Helpful Websites

- [Writing Spaces](#)
- [Writing Commons](#)
- [WAC Clearinghouse](#)
- [Purdue OWL](#)